

Vocabulary

OBJECTIVE:	Arrange words in alphabetical order (LA.K-2.L.2, LA2.L.4, LA.1.L.3)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. Arctic	relating to the North Pole or the region around it
2. chinook	a warm, moist southwest wind off the coast from Oregon northward
3. huddled	to wrap closely in (as clothes)
4. vanish	to pass quickly from sight; disappear

Teach according to the DLG, On the Same Day in March pp. 8-9.

Differentiated Kindergarten Activity:

- Use the Kindergarten Week 1 *Vocabulary Words* printable (Appendix 1) for the Vocabulary Word Card Introduction Group Activity.
- Kindergarten students should cut out their cards, or the teacher can pre-cut them ahead of time.
- These cards should be stored for use throughout the week.

Phonological Awareness/Phonics/Spelling

Note:

The NAD Summer Curriculum Committee has completed its study for best resources that will address the Science of Reading research and has chosen and recommended two resources: UFLI - Foundations (University of Florida Literacy Institute) and Heggerty Phonemic Awareness. UFLI ([UFLI Foundations | UF Literacy Institute](https://uflifoundations.org)) and Heggerty (<https://heggerty.org>), are both research and evidence - based programs that have proven to support students in whole group, tier one instruction, small groups, or as an intervention. UFLI is cost effective, but work intensive as the materials must be printed at the UF site. It works well with the multi-grade classroom and can be used seamlessly in small groups. It is more skills-based.

Heggerty will cost more as the materials are ready-made for purchasing. It can be used in whole or small groups and may serve as a tool for intervention in grades 3 - 6. It is more of a grade-based program. Both resources offer systematic, explicit instruction that will reach students with diagnoses and differences such as dyslexia and English as Second Language (ESL).

Your school or conference may choose from these two options, or you may continue to use your current program for Kindergarten.

Tips for managing Phonological Awareness, Phonics, and Spelling in a multi-grade classroom:

ORGANIZING THE PHONOLOGICAL AWARENESS, PHONICS, AND SPELLING CURRICULUM ACROSS GRADES K - 2

Grouping:

- Use the results of the Word Study assessments in Unit 1, Week 1 to group your students by their skills.
- Assessments to use:
 - Phonological Awareness Skills Test (PAST)
 - Alphabet Recognition
 - Letter Sound Identification
 - Decoding
 - Sight Words
- **Grouping students by skills and not by grades** will address individual student needs and strengths and better equip them for the prerequisite skills needed for successful reading.
 - If you are placing a student in a below grade level group, you should also have that student participate in their grade level group. This will give them exposure to their grade level curriculum. Expectations are that they acquire **some** of their grade level skills and begin to catch up.

Organizing Your Groups:

- When teaching in a multigrade classroom, the challenge is always fitting it all in.
- One way to manage groups is to have resources that students know how to use independently while you are instructing a small group. The following resources can be used as an independent rotation:
 - Digital resources such as Lexia, IXL or A-Z Learning.
 - Activities in the literacy center focused on weekly taught skills that can be done during center time.

Scheduling:

- There may not be enough time in the day to teach a complete Phonological Awareness, Phonics, and Spelling lesson each day to each group. Here is a sample schedule:
- Monday:
 - Direct teacher instruction with the two lowest groups (Kindergarten level and 1st Grade level).
 - The 2nd Grade level group should do an independent activity selected from Monday's 2nd Grade Pathways 2.0 Phonics and Spelling lessons. Use this activity

as a pre-assessment. This pre-assessment will guide the intensity and focus of your instruction for the rest of the week.

- Tuesday:
 - Direct teacher instruction with 1st and 2nd Grade level groups.
 - Rotation activities after direct instruction for independent work.
 - Kindergarten level group will independently work on skills taught on Monday. This can be a center time activity.
- Wednesday:
 - Direct instruction with the Kindergarten level group and the group needing the most skill review for the week.
 - Rotation activities after direct instruction for independent work.
 - Rotation activities for groups working independently.
- Thursday:
 - Direct instruction with 1st and 2nd Grade level groups.
 - Rotation activities after direct instruction for independent work.
 - Rotation activities for the Kindergarten level group working independently.
- Friday:
 - Assess and Review.
 - Rotation activities after assessment for independent work.

Pathways 2.0 1st and 2nd Grade Phonological Awareness, Phonics, and Spelling Curriculum:

- Lessons are structured to have direct teacher instruction 4 days each week; Monday through Thursday.
- While planning your instruction for the 1st and 2nd Grade level curriculum, look over the week's lessons and choose the activities that are the best and will fit your student's needs.
- Condense these lessons to fit the number of days you have allotted for that level.
- Students will do independent activities after your lesson and while you are teaching another group. These can be a center time activity.
- Add spelling practice activities to center time to give students ample time to practice these words before the Friday assessment.

Shared Read Aloud

OBJECTIVE:	Speak in complete sentences (LA.K-2.SL.6)
ACTIVITY:	Introduce Anchor Text

Teach according to the DLG, On the Same Day in March pp. 10-11.

Comprehension Mini-Lesson

OBJECTIVE:	Identify main topic of a multi-paragraph text (LA.K-2.RI.2)
ACTIVITY:	Identify Main Ideas and Topic - Part 1

Teach/Model

Teach according to the DLG, On the Same Day in March pp. 11-12.

Use *Find the Main Ideas* anchor chart (Appendix 2).

Guided Practice

Teach according to the DLG, On the Same Day in March pp. 12-13.

Differentiated Kindergarten and First Activity:

- Teacher will gather common classroom items or pictures with a common theme. Create two or three themed groups. Group example: scissors, markers, pencils, erasers, paper, etc.
- Ahead of time create label cards for your chosen themed groups.
- Students will evaluate items in each group and think about how they are alike.
- Next, the teacher will hold up a label for the students to match with a group. Ex: classroom supplies
- Discuss how they were able to determine what label matched which group.
- Make copies of printable *What's the Main Idea?* (Appendix 2).
- In small groups, talk about the pictures and what they have in common.
- Students will choose the main idea of the picture groupings with a partner.

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students will complete *Main Idea Sort* (Appendix 2).

Differentiated First Grade Activity:

- Students will complete printable *Main Topic* (Appendix B) in a small group with a teacher or with a partner.

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:

Read on-level text with purpose and understanding (L.A.K-2.RF.4)
Use silent reading strategies (LA.K-2.RF.4)

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:

Demonstrate understanding of the basic features of print (LA.K.RF.1)
Read informational texts on topics of interest (LA.1-2.RI.14)

Writing Mini-Lesson

OBJECTIVE:	Write a true story (LA.K-2.W.3)
ACTIVITY:	Drafting a True Story

Teach/Model/Practice

NOTE: Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if it should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

Teach according to the DLG, *On the Same Day in March*, p. 14.

Follow the Teach/Model.

For Guided Practice, copy printable *True Story Frame - Page 1* (Appendix B) on chart paper and go over it with the students.

Before students choose their topic to write, ask them to think about something real that happened to them. Remind them to use their bold beginning and other skills they've learned so far about writing. When writing, they should think about using the best adjectives (descriptive words) and the best verbs (action words). Send students back to their seats to begin writing.

Circulate and conference with students.

Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of what the activity or the topic is with sounds, words, and sentences with the help of the partner and teacher.

Vocabulary

OBJECTIVE:	Arrange words in alphabetical order (L.A.K-2.L.2, LA.2.L.4, LA.1.L.3)
ACTIVITY:	Fill in the Blank

Anchor Text Vocabulary Words:

1. Arctic	relating to the North Pole or the region around it
2. chinook	a warm, moist southwest wind off the coast from Oregon northward
3. huddled	to wrap closely in (as clothes)
4. vanish	to pass quickly from sight; disappear

Teach according to the DLG, *On the Same Day in March* pp. 16-17.

Differentiated Kindergarten Activity:

- During the Alphabetical Order portion of the lesson, give Kindergarteners *Colorful Alphabet Cards* (Appendix 2).
- Pre-cut these cards.
- Have students put the letters in order.
- Give students an alphabet strip or point to the alphabet chart to help students with this activity.

Phonological Awareness/Phonics/Spelling

See Specific instructions for this section in *Week 1 Day 1*.

Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use adjectives of size and shape (LA.K-2.L.1)
ACTIVITY:	Review Adjectives

Teach/ModelPractice

Teach according to the DLG, *On the Same Day* in March p. 19.

Differentiated Kindergarten and First Grade Activity:

- Print the printable *Colorful Adjective Adventures* (Appendix 2).
- Students will draw a picture to match the noun/adjective pair in each sentence.

Send students to work on their writing piece as time allows. Encourage students to add adjectives to their writing.

Circulate and conference with students.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Define Academic Vocabulary Words (LA.1-2.L.2, LA.2.L.4, LA.1.L.3)
ACTIVITY:	Introduce Academic Vocabulary

Academic Text Vocabulary Words:

1. apply	to put to use
2. phrases	a group of two or more words that express a single idea but do not form a complete sentence
3. recount	to tell all about; narrate
4. text features	components of text that help a reader make sense of nonfiction writing

Teach according to the DLG, *On the Same Day in March* p. 20.

Differentiated Kindergarten Activity:

- Alternate words for Kindergarten:
 - **Arctic**-relating to the North Pole or the region around it
 - **chinook**-a warm, moist southwest wind off the coast from Oregon northward
 - **huddled**-to wrap closely in (as clothes)
 - **vanish**-to pass quickly from sight: disappear
- Students get their vocabulary word cards. They write the words in their *My Picture Journal* (Appendix 1).
- Students draw and color illustrations for each word.

Phonological Awareness/ Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Speak in complete sentences (LA.K-2.SL.6)
ACTIVITY:	Text Dependent Questions

Teach according to the DLG, On the Same Day in March pp. 22-24.

Comprehension Mini-Lesson

OBJECTIVE:	Identify main topic of multi-paragraph text (LA.K-2.RI.2)
ACTIVITY:	Identify Main Ideas and Topic - Part 2

Teach/Model

Teach according to the DLG, On the Same Day in March p. 24.

Guided Practice

Teach according to the DLG, On the Same Day in March p. 24-25.

Keep the language simple enough for first graders to understand.

Differentiated Kindergarten Activity:

- Students will be dismissed to the literacy center to continue using the *Main Idea Sort* (Appendix 2)

Differentiated First Grade Activity:

- Partner first graders with second graders and allow them to work together, or first graders may work in small groups with the teacher.

Independent Practice

Teach according to the DLG, On the Same Day in March p. 25.

Differentiated Kindergarten Activity:

- Continue working in the Literacy Center.

Differentiated First Grade Activity:

- Print *Harp Seals* (Appendix B).
- Read Paragraph 1 aloud and discuss each of the three suggestions to identify the main idea.
- Guide the discussion by asking questions such as “Does this sentence talk about seals living in the Arctic?”
- Continue with paragraph 2 in the same manner.

DAY 3**Reading Workshop** Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Revising a true story for time order (LA.K-2.W.3.8)
ACTIVITY:	Revising

Teach/Model/Practice

Teach according to the DLG, *On the Same Day in March* p. 26.

Follow the Teach Model and Guided Practice.

Send students to continue writing their story. Remind them to keep what happened in order. For example, if a child had a piano recital in the story, the child should not say, “I had a piano recital. We had refreshments after. I played my musical pieces beautifully.” If the refreshments came after the recital, the story should talk about the playing of the music before the refreshment.

Differentiated Kindergarten Activity:

- Students should be able to tell their story in an order that is logical.
- Encourage them to add more details to their pictures.
- Students should use pictures, sounds, and words in their writing.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Create dictionary entries (LA.1-2.L.2, LA.2.L.4, LA.1.L.3);Classify and categorize words based on context (LA.K.L.4)
ACTIVITY:	Dictionary Author/Review Anchor Text Vocabulary

Academic Text Vocabulary Words:

1. apply	to put to use
2. phrases	a group of two or more that express a single idea but do not form a complete sentence
3. recount	to tell all about; narrate
4. text features	components of text that help a reader make sense of nonfiction writing

Differentiated Kindergarten Activity:

- Alternate words for Kindergarten:
 - **Arctic**-relating to the North Pole or the region around it
 - **chinook**-a warm, moist southwest wind off the coast from Oregon northward
 - **huddled**-to wrap closely in (as clothes)
 - **vanish**: to pass quickly from sight: disappear
- Students play memory match with *Vocabulary Words* (Appendix 1) to increase word recognition and meanings.

Differentiated First Grade Activity:

- Use the printable Academic Vocabulary Organizer (Appendix 1) to collaboratively add words according to directions.

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use adjectives (LA.K-2.L.1)
ACTIVITY:	Use Adjectives to Describe

Teach/Model/Practice

Teach according to the DLG, On the Same Day in March pp. 29-30.
Follow the Teach/Model and Guided Practice.

Send students back to their seats to continue working on their story or they can start a new piece. Encourage them to add adjectives to their stories. Circulate and conference with students. Teacher may call students up one at a time as time allows and conference with them. When writing time is over, allow each student to share an adjective/noun pair they included in their writing. After conferencing with students, they may choose one story to rewrite and publish.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Demonstrate knowledge of Anchor Text Vocabulary (LA.1-2.L.2, LA.2.L.4, LA.1.L.3) Use context as a clue to the meaning of a word or phrase (LA.K.RF.4, LA.1.RF.5, LA.1-2.RF.3, LA.2.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Teach according to the DLG, On the Same Day in March p. 31.

Differentiated Kindergarten Activity:

- Use Weekly Vocabulary Assessment (Appendix 1).

Differentiated First Grade Activity:

- Use *Frayer Model* (Appendix 1) to show understanding of the vocabulary words vanish and arctic.

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

Shared Read Aloud

OBJECTIVE:	Speak in complete sentences (LA.K-2.SL.6)
ACTIVITY:	Text-Dependent Questions

Teach according to the DLG, *On the Same Day in March* pp. 32-34.

Comprehension Mini-Lesson

OBJECTIVE:	Identify the main topic of multi-paragraph text (LA.K-2.RI.2)
ACTIVITY:	Identify Main Ideas and Topic - Part 3

Teach/Model

Teach according to the DLG, *On the Same Day in March*, p. 34.

Guided Practice

Teach according to the DLG, *On the Same Day in March*, p. 35.

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students will work one on one with the teacher to complete the *What's the Big Idea? - Kindergarten Assessment* (Appendix 3).

Differentiated First Grade Activity:

- First graders will work with the teacher and complete the *Main Ideas and Topic-The Storm* (Appendix B) whole group.

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Wrap Up, Publish & Share
ACTIVITY:	Author's Chair

Sharing Writing

Use Author's Chair time to allow students to share writings from the week.